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| TLE | Language Research in Progress: Report No. 2. A Cross-Referenced List of Documented Language Research Projects Current June-November 1965. |
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STRACT

In late 1964 the Center for Applied Linguistics began continuing file of Language Research in Progress (LRIP). This cond report in the LRIP series summarizes information received on search current between June 1 and November 30, 1965. LRIP assifies documented language research activities in the U.S. and road and disseminates information concerning them. The information stored at the Center for Applied Linguistics, Washington, D.C. is report is divided into three lists. Part I includes main and b-categories and cross-references, including the Thesaurus. ference numbers of research projects dealing with these categories llow each entry. Part II is a combined alphabetical listing of search personnel and institutions, also followed by the relevant oject numbers. Part III gives investigator, institution and Project tle, arranged in numerical sequence by the reference numbers used Parts I and II. LRIP will provide an abstract of any research oject reported in this document. (CHK)

# Language Research In Progress : 2



Center for Applied Linguistics Washington, D. C.

CENTER FOR APPLIED LINGUISTICS 1755 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036

# Language Research In Progress

REPORT NO. 2 DECEMBER 1965

A Cross-Referenced List of
Documented Language Research Projects
Current June — November 1965

PREFACE

In late 1964 the Center for Applied Linguistics began a continuing file of what we call, for the sake of brevity, Language Research in Progress (LRIP). In Report No. 1, dated June 1965, an attempt was made to classify some of the current language research activities in the United States and abroad, research activities in whatever fields contribute to our knowledge and understanding of language systems, speech acts, body movements and other "semiotic" phenomena as they are learned and used in human communication. Report No. 1 was essentially a study in method, an experiment offered to scholars for use, comment and criticism. The many suggestions received, considered in the light of our own experience both with the material and with the needs of users, have led to a number of practical modifications which should make this current Report No. 2 easier to use (see below, page (iii) ). Refinement of the classification system itself is under study, as are problems of compatibility with other systems.

Information Services in Languages, Linguistics and Related Fields

LRIP is and will continue to be experimental in nature, a modest step in the direction of efficient current awareness in language research matters. Current awareness is, in turn, only part of the information structure required if ultimate goals of intra- and interdisciplinary research synthesis are one day to be realized. Such a structure may well eventually take the form of a sophisticated formal network of sources feeding a mechanized clearinghouse which would process and disseminate both pertinent information and relevant documents. The Center for Applied Linguistics has realized that initial steps toward such complex goals must include mutual assistance and collaboration among various clearinghouse operations with partially overlapping coverage. LRIP has already taken certain steps in the direction of coordination with such operations, as follows.

Coordination of Research-in-Progress Reporting

In designing a new Project Description Form, enclosed for the first time with this Report, LRIP has tried to consider the needs of other organizations as well as its own. It is hoped that its simple format will lighten the task of project directors and other researchers who are asked to report their research. Overlapping coverage has also meant multiple reporting on different forms, a very heavy burden on the researcher. Here LRIP has now taken an important step: pursuant to negotiations with the Science Information Exchange of the Smithsonian Institution, and with the National Science Foundation, investigators may now send to LRIP copies of the abstracts or forms they may have recently supplied to either or both of these organizations. Instructions are detailed on the Project Description Form.

Documentation of Research in Progress

Despite partially overlapping coverage with certain other information-gathering and disseminating projects both in this country and abroad, LRIP seems to be the only project dealing exclusively with current, documented research in the fields in question. An important aspect of the documentation of research in progress is the exchange of sufficient information so that the goals, methods and progress of a given research project can be made clear to others. Titles alone often reveal little useful information, and it is in this connection that LRIP earnestly requests investigators to put us on their mailing lists for any supporting documents, including copies of funded proposals, progress reports, reprints, or other background material. Much current research known to LRIP remains unlisted for lack of such documentation.

Services to LRIP Users

Report No. 2 listing research current between June 1 and November 30, 1965, is being sent to all those who have contributed to it, and to many others known to be prospective users.

Users may request abstracts (continuously updated as new information is received) of any item. Abstracts may be requested by reference number, by the name of the investigator, or by category listing. Requests for information will be handled as promptly as possible. Actual reports and other documents must be obtained directly from the investigators concerned.

LRIP would appreciate receiving the names and addresses of prospective users who may not be on our current mailing list, as well as comments and suggestions regarding any aspect of this project.

Alfred S. Hayes

Joy Varley

USING THIS REPORT

Projects are classified in three interrelated lists:

Part I (page 1) now lists main and sub-categories and cross-references, thus including the Thesaurus of Report No. 1. It should be borne in mind that these categories are not intended to provide an exhaustive classification of language research, but to make it as easy as possible for users with widely divergent needs and interests to find what they are looking for. Projects may be included under a main or sub-category for which the investigator has indicated that his project has implications, although it may not deal directly with that subject. Categories include both basic and applied research. Once you have found the subject you are interested in, look up the numbers in Part III. These numbers are merely arbitrarily assigned reference numbers.

Part II (page 13) is a combined alphabetical listing of research personnel and institutions. Universities and colleges in the U.S. are listed alphabetically by state, e.g. George Peabody College for Teachers is under Tennessee. Autonomous institutions (hospitals, private research centers) and foreign universities are listed under the name of the institution. Having located persons or institutions in whose work you are interested, look up the numbers in Part III.

Part III (page 21) gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. Gaps in the sequence simply mean that one or more known and numbered projects are insufficiently documented or that one or more projects were completed before the period covered by this Report. Where no title was specified by the investigator, or where separately funded research with slightly different titles was encountered, a suitable single title has been devised.

# PART I

## Thesaurus and Category Listing



XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

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XXXXX = main category; XXXXX = sub-category; xxxxx = cross reference

Refer to numerical listing of projects in Part III

## PART II

### Alphabetical listing of investigators and institutions

U.S. colleges and universities are listed alphabetically by state. All other institutions, schools, hospitals, private research centers, are listed alphabetically by name.



Refer to numerical listing of projects in Part III

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Refer to numerical listing of projects in Part III

## PART III

### Numerical Listing of Projects

| | | |
|---|---|---|
| 13 | Ilse Lehiste<br>Division of Linguistics<br>Ohio State University, Columbus | General acoustic phonetics |
| 16 | Fred W. Householder<br>Dept. of Classics<br>Indiana University (1965-66 at Hawaii) | Syntactic and semantic structure of English |
| 17 | Fred W. Householder | Application of linguistic transformational analysis |
| 24 | Harold A. Rashkis<br>Eastern Pa. Psychiatric Inst. Phila. | Course and process of language acquisition (A study of the acquisition of English syntax) |
| 26 | Mieko S. Han<br>Dept. Oriental Languages<br>University of Southern California | Korean acoustic phonetics |
| 31 | George L. Trager<br>Dept of Anthropology<br>State University of N.Y. at Buffalo | Study of the cultures (and languages) of certain Pueblo Indians |
| 40 | Gordon M. Day<br>National Museum of Canada, Ottawa | Abenaki Dialects |
| 42 | Gaston E. Blom<br>University of Colorado Med. Center | A content analysis of and children's responses to stories in first grade |
| 46 | Charlotte Huck<br>College of Education<br>Ohio State University, Columbus | Critical reading ability of elementary school children |
| 47 | Francis J. Di Vesta<br>Education-Psychology Center II<br>Penn. State University | 1. Studies in verbal processes<br>2. Verbal mediation in children's learning preferences |
| 48 | Doris R. Entwisle<br>Dept. of Electrical Engineering<br>Johns Hopkins Univ., Baltimore | Analytic studies of children's word associations |
| 49 | David S. Palermo<br>Dept. of Psychology<br>Penn. State University | Associative processes in children's verbal learning |
| 51 | Egan A. Ringwall<br>Dept. of Psychology<br>State Univ. of New York, Buffalo | Behavioral correlates of infant vocalizations |
| 55 | Paul R. Hanna<br>School of Education<br>Stanford University | Linguistic cues for spelling improvement |
| 57 | Mary Finocchiaro<br>Dept. of Education, Hunter Col, NYC | Bilingual readiness during earliest school years |

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| 60 | K. E. Oberholtzer<br>Denver Public Schools | A study of the effectiveness of beginning the teaching of reading in kindergarten |
| 62 | Edward B. Jenkinson<br>Director, Curriculum Study Center<br>Indiana University | English open to all junior and senior high school students -- an English curriculum study center |
| 65 | Harry Singer<br>Dept. of Education<br>University of California, Riverside | Substrata-factor changes accompanying development of general reading ability at the elementary level. |
| 66 | William D. Sheldon<br>Director, Reading Center<br>Syracuse Univ., New York | A center for demonstrating the teaching of reading to students in grades 7 - 12 |
| 67 | William D. Sheldon | A comparison of the effect of instruction using basal readers, phonics materials, and linguistic readers on the reading ability of 1st-grade pupils |
| 68 | Mildred E. Riling<br>Southeastern State College<br>Durant, Oklahoma | Oral and written language of children in grades 4 and 6 compared with the language of their textbooks |
| 73 | Walter Loban<br>School of Education<br>Univ. of California, Berkeley | Language ability, grades 7 - 12 |
| 75 | Uriel Weinreich<br>Dept. of Linguistics<br>Columbia University, New York | Semantic structure of natural languages |
| 76 | Uriel Weinreich | Geographic differentiation in co-territorial societies |
| 78 | Martin Deutsch et al.<br>Institute for Developmental Studies<br>New York Medical College | The Verbal Survey |
| 80 | Norman Sam<br>Dept. of Education<br>Lehigh Univ., Bethlehem, Pa. | Structural analysis of the written composition of intermediate grade children |
| 82 | Philip J. C. Dark<br>Dept. of Anthropology<br>Southern Illinois Univ., Carbondale | A survey for ethno-aesthetic research in the territory of Papua and New Guinea |
| 83 | Carl Bereiter<br>Institute for Research on Exceptional Children, University of Illinois | Acceleration of intellectual development in early childhood (an academically-oriented preschool for culturally-deprived children) |
| 84 | Joe E. Pierce<br>Dept. of Anthropology<br>Portland State College, Oregon | The survey and description of languages which are nearing extinction in Oregon |
| 86 | Russell Maeth & Wm. T. De Bary<br>Dept. of Oriental Languages<br>Columbia Univ., New York | The development of materials for high school study of Chinese |
| 87 | Stanley Lieberson<br>Dept. of Sociology<br>University of Wisconsin, Madison | Demographic analysis of linguistic pluralism |

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| 90 | David P. McAllester<br>Dept. of Anthropology<br>Wesleyan Univ., Middletown,Conn. | Analysis of Navajo ritual |
| 91 | Martin Deutsch et al.<br>Institute for Developmental Studies<br>New York Medical College, NY | The communication of information in the elementary school classroom |
| 92 | Charles B. Huelsman, Jr.<br>Dept.of Psychology<br>Ohio State Univ., Columbus | The effect of vision training upon the subsequent reading achievement of fourth grade children |
| 93 | Ross M. Jewell<br>State College of Iowa<br>Cedar Falls | The effectiveness of college-level instruction in freshman composition |
| 96 | Elizabeth H. Rusk<br>Dept. of English & Education<br>Michigan State Univ. | Unified academic and professional experience in language and writing for the preparation of secondary school teachers of English |
| 97 | John R. Willingham<br>Dept. of English<br>University of Kansas, Lawrence | A "Correspondence-Tutorial" method for teaching college-freshman composition |
| 98 | Robert C. Pooley<br>English-Language Arts Curriculum Center, Wisconsin State Dept. of Public Education, Madison | A sequential English-language arts curriculum in linguistics, logic, semantics, rhetoric, composition and literary analysis and criticism for grades K - 12. |
| 102 | Paul Garvin<br>Bunker Ramo Corporation | A study of fulcrum techniques of language analysis |
| 103 | G. Reitz<br>Bunker Ramo Corporation | Computer aided research in machine translation |
| 107 | Paul Garvin | A Syntactic Analyzer Study |
| 111 | Helen K. Smith<br>Reading Clinic, Education,<br>University of Chicago | Instruction of high school students in reading for different purposes |
| 114 | Patrick Suppes<br>Inst. for Math. Studies in the Social Sciences, Stanford Univ. | Application of learning theory to problems of second-language acquisition with particular reference to Russian. |
| 115 | Theodore L. Harris<br>Research in Basic Skills Lab.<br>University of Wisconsin, Madison | An experimental study of the group vs. the one-to-one instructional relationship in 1st-grade reading programs. |
| 119 | D. Gordon Rohman<br>Dept. of English<br>Michigan State University | Construction and application of models for concept formation in writing |
| 120 | William McColly<br>Dept. of Education<br>State Univ. College, Oswego, N.Y. | The dimensions of composition annotation |

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| 122 | J. R. Whitman<br>V. A. Hospital<br>American Lake, Washington | Factors influencing free recall learning |
| 124 | Clyde E. Noble<br>Dept. of Psychology<br>Univ. of Georgia, Athens | Verbal learning and individual differences |
| 125 | David J. King<br>Psychology<br>Albion College, Michigan | Experimental and normative studies in verbal learning |
| 126 | John R. Hayes<br>Decision Sciences Lab., Hanscom Field,<br>Bedford, Mass. | An investigation of the solution of simple logical problems. |
| 127 | Peter L. Derks<br>Psychology<br>College of Wm. & Mary, Williamsburg, Va. | Stimulus and response in two stages of learning |
| 130 | Sheldon M. Ebenholtz<br>Dept. of Psychology<br>Connecticut College, New London | Serial effects of variable inter-item intervals |
| 132 | D. G. Ellson<br>Dept. of Psychology<br>Indiana University | Programmed tutoring of elementary reading |
| 134 | Richard E. Schutz<br>Arizona State Univ., Tempe | Experimental analyses of early reading behavior |
| 138 | C. B. Ferster<br>Institute for Behavioral Research<br>Silver Spring, Md. | The psychobiological investigation of the development of new verbal behavior (Research and development of second language teaching programs in English and Vietnamese) |
| 140 | Frederick H. Kanfer<br>Dept. of Medical Psychology<br>University of Oregon Medical School<br>Portland | 1. Verbal behavior determinants: vicarious learning and its applications in psychotherapy.<br>2. Verbal behavior determinants: study of self-reinforcement |
| 141 | Martin Deutsch et al.<br>Institute for Developmental Studies<br>New York Medical College | The Telephone Study: verbal behavior of children with reading and language difficulties |
| 147 | Edmund S. Howe<br>Dept. of Psychiatry<br>University of Maryland, Baltimore | Effects of adverbs and verb tense on meaning |

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| 148 | Charles N. Cofer<br>Dept. of Psychology<br>Penn State University | Learning, retention and recovery of meaningful material |
| 150 | George Mandler, Psychology, Univ. of California, San Diego<br>Endel Tulving, Psychology, University of Toronto | Organization and structure in verbal learning and memory |
| 151 | James G. Martin<br>Dept. of Psychology<br>Chico State College, California | Variables in verbally mediated learning |
| 153 | Arnold Mechanic<br>Dept. of Psychology<br>Alameda State College, Hayward, Cal. | Response integration of verbal units as a function of articulation |
| 156 | Sheldon Rosenberg<br>Dept. of Psychology, Geo. Peabody College for Teachers, Nashville, Tenn. | Linguistic structure as a variable in verbal learning |
| 158 | Arthur W. Staats<br>Dept. of Psychology<br>Arizona State Univ., Tempe | Language communication |
| 159 | Howard R. Pollio<br>Dept.of Psychology<br>Univ. of Tennessee, Knoxville | Cognitive structure of verbal behavior |
| 164 | Leonard M. Horowitz<br>Dept. of Psychology<br>Stanford University | Studies in verbal learning |
| 172 | David Arenberg<br>Gerontology Branch, Baltimore City Hospitals | Verbal learning and age |
| 176 | James J. Asher<br>Dept. of Psychology<br>San Jose State Coll., California | Development of a theoretical model for programmed learning of languages |
| 177 | James F. Voss<br>Dept. of Psychology<br>University of Pittsburgh | Probabilistic verbal learning |
| 180 | Norman E. Spear<br>Dept. of Psychology<br>Rutgers Univ., New Brunswick, N. J. | Contiguity and mediation in verbal learning |

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| 184 | Fred Schwartz<br>Austin Riggs Center<br>Stockbridge, Mass. | Studies of association |
| 188 | Charles E. Osgood et al.<br>Institute of Communications<br>Research, Univ. of Illinois | Comparative Psycholinguistics |
| 194 | Anatol Rapoport<br>Mental Health Research Institute<br>University of Michigan | A study of semantic space |
| 199 | Joseph Applegate<br>Dept. of Near Eastern & African Lgs.<br>UCLA | An investigation of the consonant systems of the Berber languages |
| 200 | Charles O. Frake<br>Dept. of Anthropology<br>Stanford University | Language, cognition and ecological adaptation |
| 201 | Howard P. McKaughan<br>Dept. of Linguistics<br>University of Hawaii | A Maranao Dictionary |
| 204 | John De Francis<br>Institute of Far Eastern Studies<br>Seton Hall Univ., So. Orange, N. J. | Chinese readers and texts for secondary schools |
| 209 | Henry W. Hoge<br>Dept. of Spanish<br>Univ. of Wisconsin, Milwaukee | The syntax of contemporary Brazilian Portuguese |
| 210 | Henry W. Hoge | An elementary course in Brazilian Portuguese: oral intensive teaching materials |
| 214 | C. M. Naim<br>Center for So. Asian Studies<br>University of Chicago | Introductory course in Urdu |
| 216 | Laurence C. Thompson<br>Dept. of Far Eastern & Slavic Languages<br>Univ. of Washington, Seattle | Linguistic relationships |
| 219 | Howard Lee Nostrand<br>Dept. of Romance Languages<br>Univ. of Washington, Seattle | Background data for the teaching of French |
| 225 | Aaron S. Carton<br>Dept. of Education<br>City University of New York | To complete research and experimentation on procedures to encourage and systematize the use of inference and analogy in foreign language comprehension, learning and retention |
| 226A | Martin Deutsch et al.<br>Institute for Developmental Studies<br>New York Medical College | Reading research<br>The Reading Prognosis Test |
| 226B | Martin Deutsch et al. | The effects of psychoactive agents on remedial reading performance |

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| 226C | Martin Deutsch et al. | The role of visual and auditory efficiency in reading |
| 226D | Martin Deutsch et al. | The effectiveness of training retarded readers in the auditory perceptual skills underlying reading |
| 226E | Martin Deutsch et al. | Research on pre-reading skills using a computerized typewriter |
| 226F | Martin Deutsch et al. | The Remedial Reading Program |
| 228 | Thomas C. Stevens<br>Culver-Stockton College<br>Canton, Mo. | The adaptation of the audio-lingual approach to the teaching of elementary French in a small Liberal Arts College |
| 229 | Denis Sinor<br>Dept. of Uralic and Altaic Studies<br>Indiana University | Basic Course in Khalkha Mongolian |
| 231 | Peter Boyd-Bowman<br>Kalamazoo College, Michigan<br>Now at: State Univ. of New York at Buffalo | Experimentation with taped materials and native informants to develop for small colleges some programs of independent study in the neglected languages |
| 240 | Y. R. Chao<br>Dept. of Oriental Languages<br>University of California, Berkeley | Preparation of text readings in spoken Chinese |
| 242 | Theodore H. E. Chen<br>Asian-Slavic Studies Center<br>Univ. of So. California | Production of materials for teaching Japanese in secondary schools |
| 246 | Joseph R. Applegate<br>Dept. of Near Neastern & African Lgs.<br>UCLA | Preparation of a reference grammar of Kabyle |
| 247 | Alexander M. Schenker<br>Dept. of Slavic Languages<br>Yale University | Beginning Polish: a basic course |
| 248 | George A. C. Scherer<br>German Academic-Year Institute<br>Univ. of Colorado, Boulder | Word frequency in the German short story |
| 251 | Punya Sloka Ray<br>Center for So. Asian Studies<br>University of Chicago | Study of the Dacca and Calcutta standard dialects of Bengali, and preliminary teaching materials for the Dacca dialect |
| 252 | Punya Sloka Ray | Reference grammar of Bengali |
| 255 | Garland Cannon<br>Dept. of English<br>Queens College, New York | The application of generative theory to the analysis and understanding of poetry |
| 257 | Roger W. Wescott<br>Wilson College, Chambersburg, Pa. | Strepital communication: A study of non-vocal sound-production among men and animals |
| 258 | John Flavell<br>Institute of Child Development<br>Univ. of Minnesota | Research with children |

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| 259 | Slater Newman<br>Psychology<br>Univ. of N. Carolina, Raleigh | Factors affecting learning and performance on paired-associate, serial and free-recall tasks |
| 260 | C. B. Ferster<br>Institute for Behavioral Research<br>Silver Spring, Maryland | Arithmetic Behavior in Chimpanzees |
| 261 | Gerald Newmark<br>Systems Development Corp. | Research in programmed instruction in Spanish with 7th-grade students |
| 262 | Theodore Mueller<br>University of Akron, Ohio | 1. French by programmed learning<br>2. Revision of above course<br>3. Programmed instruction in teacher retraining |
| 263 | Peter B. Warr<br>Dept. of Psychology<br>Univ. of Sheffield, England | Communication to the public |
| 264 | Edmund B. Coleman<br>Dept. of Psychology<br>New Mexico State Univ., Univ. Park | Improving the comprehensibility of printed material |
| 265 | George A. Hillocks<br>Project English Demonstration Ctr.<br>Western Reserve Univ., Cleveland, O. | A comprehensive program in English for the 7th, 8th, and 9th grades: literature, language and composition |
| 266 | Julius Laffal<br>Psychology Service<br>V. A. Hospital, West Haven Conn. | Research in the Psychology of language |
| 267 | Wilbert S. Ray<br>Cognitive Operations Lab.<br>Bethany College, West Virginia | Functional Fixedness |
| 269 | Norman N. Markel<br>Communication Sciences Laboratory<br>Univ. of Florida, Gainesville | Research on speech and personality |
| 271 | John Morton<br>Applied Psychology Research Unit<br>Cambridge, England | Elaboration of a functional model for human language behavior |
| 276 | Fred E. Fiedler<br>Dept. of Psychology<br>Univ. of Illinois | Groups and organizational factors influencing creativity; including communication, cooperation and negotiation in culturally heterogeneous groups. |
| 282 | Don E. Dulany<br>Dept of Psychology<br>Univ. of Illinois | Verbal operant conditioning |
| 283 | Israel Goldiamond<br>Institute for Behavioral Research<br>Silver Spring, Maryland | 1. Study of interviews (therapeutic and interrogative) by operant conditioning methods<br>2. Stuttering & fluency as manipulable operant response classes |

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| 284 | George F. Mahl<br>Yale University School of Medicine | Studies in expressive aspects of speech and gestures |
| 285 | Eugene A. Nida<br>American Bible Society<br>New York | Theory and practice of translating |
| 287 | Edward Crothers<br>Inst. for Math. Studies in the Soc. Sciences, Stanford Univ. | Presentation orders for items from different categories |
| 289 | Anthony L. Vanek<br>Dept. of Russian<br>Univ. of Arizona, Tucson | Research in phonology, phonetics, contrastive phonology, multilingualism, Czech & Russian |
| 290 | Verner C. Bickley<br>Univ. of London Inst. Education | The English language in Indonesia, Malaysia & Singapore, a comparative study with special reference to the social and political factors affecting the position of the language in the education systems of the 3 countries |
| 294 | W. Nelson Francis<br>Dept. of English<br>Brown University, Providence, R. I. | Preparation of materials and course of study for improving the command of standard English of entering freshmen at Tougaloo Coll., Miss. |
| 295 | Frances Lief Neer<br>Woodmere Academy, New York | Testing oral reading achievement of native-born American-English speaking 1st-grade children when instruction in intonation is included in the program |
| 296 | James W. Ney<br>English Language Center<br>Michigan State Univ. | A linear numerical coding of linguistic units for distributional study |
| 297 | Murray Glanzer<br>Dept. of Psychology<br>New York University | Verbal-Loop Hypothesis |
| 303 | Dennis J. Buttimore<br>North Jersey Training School<br>Totowa, N. J. | Improvement of language skills in retarded children |
| 304 | Margaret Bullowa<br>Mass. Mental Health Res. Corp.<br>Boston | Development from vocal to verbal behavior in children |
| 307 | E nst G. Beier<br>Dept. of Psychology<br>University of Utah | Perception of non-verbal properties of speech |
| 310 | James C. Hardy<br>Dept. of Speech Path. & Audiology<br>State Univ. of Iowa | 1. A study of the physiology of speech breathing<br>2. Auditory reactions of the neonate |
| 311 | Robert A. Chase<br>Stanford Univ. Medical School | Objective evaluation of palatopharyngeal function |

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| 312 | Franklin S. Cooper et al.<br>Haskins Laboratories, New York | Research program on dynamics of speech articulation |
| 314 | Hallowell Davis & Ira J. Hirsh<br>Central Institute for the Deaf<br>St. Louis, Mo. | 1. Auditory communication and its disorders<br>2. Physiology of hearing |
| 317 | Allan E. Edwards<br>Dept. of Psychiatry<br>Univ. of So. California | Effects of random sidetone on stuttering |
| 318 | Allan E. Edwards | Aphasia retraining with automated teaching machines |
| 319 | C. G. M. Fant<br>Speech Transmission Laboratory<br>Royal Inst. of Technol., Stockholm | Speech communication research on a broad basis (analysis, synthesis, speech and hearing research of medical interest) |
| 320 | Orvis C. Irwin<br>Wichita State Univ., Kansas | Comparative speech behavior of brain-damaged children |
| 321 | Orvis C. Irwin &<br>Harry Hollien<br>Communication Sciences Laboratory<br>Univ. of Florida, Gainesville | A longitudinal study of adolescent voice change |
| 322 | Eric H. Lenneberg<br>Children's Hospital Medical Center<br>Boston, Mass. | Longitudinal study of speech and sound development in children |
| 323 | E. Joseph Charny<br>Western Psychiatric Institute<br>Pittsburgh, Pa. | Postural configurations in a psychotherapy film. |
| 324 | Harry Hollien<br>Communication Sciences Laboratory<br>Univ. of Florida, Gainesville | Laryngeal research utilizing stroboscopic laminagrams (STROL) |
| 325 | Harry Hollien | An investigation of vocal fry and pitch characteristics |
| 326 | Russell Meyers<br>Highlands Clinic<br>Williamson, W. Va. | Modification by focused ultra-sound of hyperkinesias, dyskinesias, and dysarthric speech exhibited by cerebral palsied individuals |
| 327 | Charles G. Hurst<br>Dept. of Speech<br>Howard Univ., Washington, D.C. | Identification of psychological correlates of dialectolalia |
| 328 | T. Kanai<br>Dalhousie Univ., Halifax, N.S. Canada | 1. Central control of vocalization mechanism<br>2. Brain stem mechanism for vocalization |
| 329 | André Malécot<br>Dept. of Romance Languages<br>Univ. of Pennsylvania, Philadelphia | The measurement of selected articulatory events of speech and their acoustic correlatives |
| 330 | Peter N. Ladefoged<br>Dept. of English<br>UCLA | Physiological parameters for synthesizing speech |

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| 331 | Hans von Leden<br>UCLA School of Medicine | Comprehensive analysis of laryngeal function |
| 334 | Robert E. McGlone<br>Speech & Hearing Clinic<br>State Univ. of New York, Buffalo | A study of centrally elicited vocalization as a physiological model of phonation |
| 338 | G. Paul Moore & Harry Hollien<br>Communication Sciences Laboratory<br>Univ. of Florida, Gainesville | Laryngeal vibration and vocal acoustics |
| 340 | Davis H. Howes & Norman Geschwind<br>Boston Univ., School of Medicine | Statistical properties of aphasic language |
| 344 | C. L. Hutton & R. A. Campbell<br>V. A. R. O., Atlanta, Georgia | Effects of frequency distortion on word discrimination |
| 346 | Albert W. Knox<br>V. A. Hospital<br>Kansas City, Mo. | Physical characteristics of normal, esophagal and prosthesis speech |
| 347 | Arnold J. Friedhoff<br>New York University School of Medicine | Sound oscillographic patterns in psychopathology |
| 353 | Frieda Goldman-Eisler<br>Dept. of Phonetics<br>University College, London | The effect of drugs on speech production |
| 355 | Harold Goodglass<br>V. A. Hospital<br>Boston, Mass. | New measures of aphasic symptom variables |
| 357 | Gordon E. Peterson<br>Communication Sciences Laboratory<br>University of Michigan | Problems in speech communication and automatic speech recognition |
| 358 | Herbert Lansdell<br>Nat. Inst. of Neurological Diseases and Blindness, NIH | Psychological evaluation of temporal lobe operations |
| 360 | Gertrud L. Wyatt<br>Wellesley Public Schools, Mass. | 1. Developmental language disorders in children<br>2. Treating children with non-organic language disorders |
| 361 | Harris Winitz<br>Cleveland Hearing & Speech Ctr.<br>Western Reserve Univ., Cleveland, Ohio | Speech sound acquisition and programming |
| 363 | Joseph L. Westover<br>Center for the Health Sciences<br>UCLA | Radiological research on dental and speech defective patients |
| 369 | Gerald Siegel & Richard Martin<br>Speech and Hearing Clinic<br>Univ. of Minnesota, Minneapolis | Experimental modification of speech fluency |

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| 371 | Kenneth N. Stevens, et al.<br>Research Lab. of Electronics, MIT | Speech communication: physiological and acoustical studies of speech |
| 372 | J. Daniel Subtelny<br>Univ. of Rochester, New York | Normal and cleft palate speech - pharyngeal flap procedure |
| 375 | Kenneth Purcell<br>Children's Asthma Research Inst. & Hospital, Denver, Col. | Experimental analysis of verbal interaction and monitoring of verbal behavior |
| 377 | Eugene A. Nida, et al.<br>American Bible Society, New York | Relationships between glossolalia and mental health |
| 387 | Ralph L. Shelton, Jr. et al.<br>Univ. of Kansas Medical Center | 1. Predicting articulation from cinefluorographic measurement<br>2. Study on the comparison and calibration of oral and visual stereognosis in normal children |
| 379 | Gerald M. Siegel<br>Dept. of Speech<br>Univ. of Minnesota, Minneapolis | Verbal behavior of adults and retarded children |
| 382 | Ronald W. Wendahl & R. F. Coleman<br>Communication Sciences Laboratory<br>Univ. of Minnesota, Minneapolis | Laryngeal analog systhesis of voice disorders |
| 383 | Charles A. Ferguson & Alfred Pietrzyk<br>Center for Applied Linguistics<br>Washington, D. C. | Strengthening and improvement of the Linguistic Bibliography |
| 391 | Rudolph W. Schulz<br>Dept. of Psychology<br>State Univ. of Iowa, Iowa City | Learning of aurally received verbal material |
| 392 | Rudolph W. Schulz | Mediation in verbal processes |
| 393 | Herbert Lansdell<br>Nat. Inst. of Neurological Diseases and Blindness, NIH | The relation of induced dysnomia to phoneme frequency |
| 395 | Peter Strevens<br>Language Centre, Univ. of Essex<br>Colchester, England | Contemporary Russian language analysis project |
| 398 | Wick R. Miller<br>Dept. of Anthropology<br>University of Utah | Social factors in the development of Shoshoni-Panamint (Central Numic) dialects |
| 399 | Ernest Kramer<br>Dept. of Psychology<br>McGill Univ., Montreal | Voice characteristics and personality |
| 400 | William S-Y Wang & Charles Fillmore<br>Ohio State Univ., Columbus | Project on linguistic analysis (POLA) |
| 401 | Cyril M. Harris, et al.<br>Electronics Research Lab.<br>Columbia University, New York | Analysis of speech sounds |

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| 403 | A. E. Meeussen<br>Musée Royal de l'Afrique Centrale<br>Tervuren, Belgium | "Lolemi" - A program of analysis of Bantu grammars. |
| 405 | Yehoshua Bar-Hillel, et al.<br>Applied Logic Branch<br>Hebrew Univ., Jerusalem | Measures of syntactic complexity |
| 406 | Harry H. Josselson<br>Dept. of Slavic and Eastern Lgs.<br>Wayne State Univ., Detroit, Mich. | Machine translation from Russian to English |
| 407 | Harry H. Josselson | Comprehensive electronic data processing of two Russian lexicons |
| 408 | Anthony G. Oettinger<br>Computational Lab.<br>Harvard Univ., Cambridge, Mass. | Mathematical linguistics and automatic translation |
| 409 | Hans Karlgren, et al.<br>Research Group for Quantitative Linguistics, (KVAL), Stockholm | Research in quantitative linguistics |
| 410 | Roy Wisbey<br>Cambridge Univ., England | Linguistic Computing Centre |
| 411 | Andrew D. Booth<br>Univ. of Saskatchewan<br>Saskatoon, Canada | Machine Translation with a Post-Editor |
| 412 | M.A.K. Halliday<br>University College of London | 1. Nuffield programme in linguistics and English teaching<br>2. DSIR programme in the linguistic properties of scientific English |
| 413 | Randolph Quirk<br>University College of London | Survey of English usage |
| 414 | L. D. Harmon, et al.<br>Bell Telephone Labs., Murray Hill, New Jersey | Script recognition |
| 415 | Lydia Hirschberg, et al.<br>Centre de Linguistique Automatique Appliquée, Free Univ. of Brussels, Belgium | Studies in automatic language analysis |

Nos. 416 - 428; work in progress at Rand Corporation

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| 416 | Martin Kay | Design and construction of a catalogue and text management system |
| 417 | Martin Kay | Development of materials for automatic parsing |
| 418 | David G. Hays | Syntactic annotation of a large corpus of scientific Russian text |
| 419 | David G. Hays | Russian glossary building |

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| 420 | David G. Hays | Collection and standardization of text on computer tape |
| 421 | Kenneth E. Harper | Distributional analysis of Russian syntactic and semantic properties |
| 422 | Martin Kay | Preparation of a Russian scientific concordance |
| 424 | David G. Hays | Psychological correlates of syntactic constructs |
| 425 | Henrik Birnbaum | An inquiry into nonverbal and nonfinite forms of predication |
| 426 | Dean S. Worth | Analysis of Russian derivational morphology |
| 427 | Jane Robinson | A program, dictionary and grammar for experimental parsing of English, to be related ultimately to problems of information retrieval. |
| 428 | David G. Hays | Bibliography of computational linguistics |
| 429 | Jonathan Weiss<br>Children's Asthma Research Inst.<br>& Hospital, Denver, Col. | Phonetic symbolism |
| 430 | Roy Lachman<br>Dept. of Psychology<br>State University of New York, Buffalo | Approximations to English and short term memory: construction or storage? |
| 431 | James Deese<br>Dept. of Psychology<br>The Johns Hopkins Univ., Baltimore | Studies in the structure of associations |
| 432 | Eugene H. Rocklyn<br>HumRRO | AUTOSPAN: development and evaluation of a self-instructional method for learning a foreign language |
| 434 | W. P. Lehmann, et al.<br>Linguistics Research Center<br>Univ. of Texas, Austin | Linguistic research system; Automatic classification system; Information maintenance system |
| 437 | Alfred I. Fiks<br>HumRRO | REFILL: field and laboratory investigation of selected factors in foreign language learning |
| 438 | Samuel Fillenbaum<br>Dept. of Psychology<br>Univ. of N. Carolina, Chapel Hill | Semantic Satiation<br>Delayed Auditory Feedback |
| 439 | William B. Kehl, et al.<br>Computation & Data Processing<br>Center, Univ. of Pittsburgh | UPGRADE: the investigation of a feasible system of preparing published natural language text for computer applications |
| 440 | William B. Kehl, et al. | Reading Research Bibliography |
| 441 | William B. Kehl, et al. | PENELOPE, the Pitt. Natural Language Processor |
| 442 | Kazuo Nakata<br>Radio Research Labs.<br>Tokyo | Automatic recognition of speech by machine |

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| 443 | René Moreau<br>IBM-France, Paris | Four computer programs for determining the vocabulary and entropy of a finite set of elements |
| 444 | Peter H. Knapp<br>Boston Univ. School of Medicine | Emotional and adrenal responses in bronchial asthma |
| 445 | Gerald Dykstra, et al.<br>Teachers College, Columbia Univ. | Teaching English as a second language: Materials Development Center |
| 446 | Andrew MacLeish<br>Northern Illinois Univ., DeKalb | Contrastive phonology of English and Malay |
| 447 | Andrew MacLeish (Project English) | Preparation of teachers and materials for teaching structural and transformational grammar to 11th- and 12th- graders |
| 448 | Peter F. Ostwald<br>San Francisco Med. Ctr., Univ. of California | Accoustic analysis of the speech of disturbed persons |
| 449 | Jon Eisenson<br>Stanford Univ. School of Med. | Differential identification of non - verbal children from 3 to 8 years |
| 451 | Roy C. O'Donnell<br>Univ. of N. Carolina, Greensboro | A transformational analysis of oral and written grammatical structures of the language of children in grades 3, 5, and 7. |
| 452 | Roy C. O'Donnell | A transformational analysis of the language of preschool and elementary school children |
| 453 | Pierre Delattre<br>Univ. of California, Santa Barbara | The general phonetic characteristics of languages |
| 455 | Paul A. Olson, et al.<br>Nebraska Curriculum Dev. Ctr.<br>Univ. of Nebraska, Lincoln | The Nebraska Curriculum Development Center |
| 456 | Thomas D. Horn<br>Dept. Curriculum & Instruction<br>Univ. of Texas, Austin | A study of the effects of intensive oral-aural English-language instruction, oral-aural Spanish instruction, and non-oral-aural language instruction on reading readiness and reading power |
| 457 | Rita B. Eisenberg<br>Bioacoustic Lab.<br>St. Joseph's Hospital,<br>Lancaster, Pa. | Research with neonates |
| 458 | Klaus F. Riegel<br>Dept. of Psychology<br>University of Michigan | Analysis of meaning with restricted association tests |
| 463 | James H. Dewson III<br>Speech Path. & Audiology<br>Stanford Univ. Medical School | 1. Corticofugal influences on neuroelectric activity in the central auditory system<br>2. Central mechanisms in audition |
| 464 | Kellogg W. Hunt<br>Dept. of English<br>Florida State Univ., Tallahassee | Differences in grammatical structures at grades 4, 8, and 12. |

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| 465 | Neville Moray<br>Dept. of Psychology<br>Univ. of Sheffield, England | Speech and language output by the brain, and computer simulation |
| 466 | Alan C. Nichols<br>Dept. of Speech Arts<br>San Diego State Coll., Calif. | Investigation of the auditory memory for dictated sentences among groups of foreign and native American students |
| 467 | Stanley M. Sapon<br>Dept. of Psychology<br>Univ. of Rochester, New York | "Receptive" and "expressive" language |
| 468 | Harvey B. Sarles<br>Western Psychiatric Institute<br>Pittsburgh, Pa. | The study of intelligibility |
| 469 | Harvey B. Sarles | Language and body motion |
| 471 | Maya Rivière<br>Rehabilitation Codes, Inc., N.Y. | Communicative disorders research: nomenclature and impairment code |
| 472 | Ronald L. Webster<br>Dept. of Psychology<br>Hollins College, Va. | Relationships between linguistic stimuli and the vocal behavior of infants |
| 473 | Catherine Garvey, et al.<br>Center for Applied Linguistics<br>Washington, D. C. | Development of a plan for a self-instructional French prototype course |
| 474 | H. A. Gleason<br>Linguistics, Hartford<br>Seminary Foundation, Conn. | 1. A technical dictionary of the terminology of linguistics<br>2. A manual on the making of technical dictionaries |
| 475 | Ferenc Kiefer, et al.<br>Computing Ctr. of the Hungarian<br>Academy of Sciences, Budapest | Computational Linguistics |
| 476 | Dean H. Obrecht<br>Dept. of Linguistics<br>Univ. of Rochester, New York | Experiments in the perception of consonants |
| 478 | Alfred S. Hayes, William Nemser<br>Center for Applied Linguistics<br>Washington, D. C. | District of Columbia Urban Language Survey |
| 479 | Alan Lomax<br>Cantometrics Research Project, N. Y. | Phonotactics and cantometrics |
| 480 | Edward T. Hall<br>Illinois Inst. of Technology<br>Chicago | Ethnic use of micro-space in interpersonal encounters |
| 481 | A. L. Davis, Raven I. McDavid, Jr.<br>Illinois Inst. of Technology, and<br>Univ. of Chicago | Communication barriers to the culturally deprived (The Chicago Speech Survey) |

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| 482 | Thomas A. Seboek, Billie Greene<br>Indiana University | A multilingual Thesaurus of the languages of the world |

Nos. 483 - 501: work in progress at Center for Research in Language and Language Behavior at the University of Michigan

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| 483 | J. C. Catford | Contrastive analysis of the prosody of American English and Jordanian Arabic |
| 484 | Strange Ross | Continuing study of speaker and listener vowel spaces in the imitation and identification of spoken vowels |
| 485 | Harlan L. Lane & J. C. Catford | Study of extension of SAID (Speech auto-instructional device) to segmental features |
| 486 | John F. Hemdal | Mechanical speech recognition |
| 487 | George D. Allen | Data analysis of research on rhythm of spoken English |
| 488 | Lawrence Caroline | Study of the standard dialect of negro college students |
| 489 | Loren S. Barritt, et al. | Longitudinal comparison of the psycholinguistic functioning of "educationally deprived" and "educationally advantaged" children |
| 490 | Loren S. Barritt, et al. | Data analysis of research on latency and accuracy of response as a function of stimulus sentence form class in retarded and normal subjects |
| 491 | Loren S. Barritt, et al. | Evaluation of data concerning conditions under which passive and declarative sentences are produced |
| 492 | George L. Geis, et al. | Relationship of response-type to answer-observing in a program |
| 493 | George L. Geis, et al. | Visible speech: a study of examples in programming |
| 494 | Donald E. P. Smith | Validation of program for training teachers in classroom control |
| 495 | Ronald S. Tikofsky | Syntactic generalization and perception of grammaticalness by aphasic adults |
| 496 | Dale M. Brethower | Data evaluation of certain effects of teacher-behavior on discrimination learning |
| 497 | Stephen F. Knapp | Chaining of vocal operants |
| 498 | David McNeill | The acquisition of Japanese by children |
| 499 | Frank Koen | 1. Individual organization in recall<br>2. Reintegration on the basis of individual organization<br>3. Arousal and recall of continuous messages<br>4. Amount of information in transformations |

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| 500 | Kenneth L. Pike, et al. | Tagmemic and matrix linguistics applied to selected African languages |
| 501 | Alton L. Becker, et al. | Project in rhetoric: identification, description and testing of the psychological reality of patterns beyond the sentence |

Nos. 503 - 511: work in progress at Center for Human Growth and Development, Univ. Michigan.

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| 503 | William P. Livant, Wilbur A. Hass | Development of language functions: the transactional study of grammatical development |
| 504 | Klaus F. Riegel, Edwin J. Martin | Development of language functions: developmental studies in semantics |
| 505 | Donald J. Sharf, T. D. Prins | Development of language functions: development of speech sound specificity in children |
| 506 | Ronald S. Tikofsky, Irwin Pollack | Development of language functions: develop- of auditory discrimination in children |
| 507 | Edwin J. Martin | Development of language functions: developmental studies in recognition and recall |
| 508 | David Birch | Development of language functions: motivation and control |
| 509 | John W. Gyr, Leonard Uhr | Development of language functions: dynamic models of cognitive processes: 1. Sensori-Motor functions and their effects on the cognitive development of the infant. 2. Dynamic models of perception and language learning |
| 510 | Donald R. Brown | Development of language functions: development of cognitive systems |
| 511 | David McNeill | Development of language functions: longitudinal study of very early language acquisition and experimental comparisons of speech comprehension and production |
| 513 | Harry Osser<br>Johns Hopkins Hospital, Baltimore | Speech development in children with emphasis on the development of syntax in urban children who speak a non-standard dialect |
| 514 | Martin Deutsch, et al.<br>Institute for Developmental Studies<br>New York Medical College | Studies with exceptional children |
| 515 | Martin Deutsch, et al. | Application of research: the enrichment program for disadvantaged children |
| 516 | Dennis Clark, et al.<br>Berean Institute, Temple Univ.<br>Philadelphia, Pa. | Dialect Remediation Project |
| 518 | William A. Stewart, Cheikh Babou<br>Center for Applied Linguistics<br>Washington, D. C. | An introductory course in Wolof, a language of Senegal |

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| 519 | John T. Dailey<br>Dept. of Education<br>George Washington University<br>Washington, D. C. | Research on language facility and dialect transformation in children |
| 520 | Harry Levin, et al.<br>Cornell University, New York | Project Literacy: the analysis of reading skills |
| 521 | Lester O. Troyer, et al.<br>Summer Inst. of Linguistics<br>Philippines, Box 2270, Manila | Linguistic, literacy and translation work in the Philippines |
| 522 | Richard A. Chase et al.<br>Johns Hopkins Univ. Sch. of Medicine<br>Baltimore, Maryland. | Acquisition of speech in the human |